DOCUMENT RESUME

ED 277 609 SO 017 745

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TITLE	Social Studies Curriculum: Grade One.
INSTITUTION	Lebanon School Administrative Unit 23, NH.
PUB DATE	86
NOTE	9p.; For related documents, see SO 017 746-750.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Elementary School Curriculum; Eskimos; Family Life Education; *Grade 1; Lesson Plans; Map Skills; Primary Education; Resource Units; *Social Studies

ABSTRACT

This document outlines the rationale and content of the grade 1 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The children are asked to compare their families with the family of the Eskimo. During the study of the Eskimo, geographic understanding is stressed. Skills to be acquired are listed as behavioral objectives. A resource list of social studies material includes a teaching guide, a student text, books for students, books for teachers, periodicals, a record, filmstrips, filmloops, and addresses. (SY)

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ED277609

GRADE ONE - SOCIAL STUDIES

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1986

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LEBANON SCHOOL DISTRICT * LEBANON, NEW HAMPSHIRE

GRADE ONE - SOCIAL STUDIES

Rationale:

1. It is believed that most, and perhaps all, first graders can learn what is set forth in this outline. Also, teachers should feel free to set up or encourage learning situations which are not specifically set forth in the program but which seem important to the teachers and children -- for example, the traditional celebration of Washington's Birthday or other national holidays. Finally, the children should be given time and opportunity to explore their own interests -- even if this exploration strays far from the course. (See list of concepts, skills, and objectives in General Section if you wish to develop your own content.)

2. This program should not be very time-consuming. As a rough estimate, an average of 15-20 minutes per school day should be sufficient for this social studies program. Teachers may decide to spend an hour on social studies during some days, while omitting this subject area on other days. Furthermore, the teachers may decide to concentrate on social studies during the second half of the year, after children have adjusted to school life and after development of basic reading skills.

3. At the first grade level, the learning experiences for social studies should come largely through pictures, movies, filmstrips, records and tapes, use of MOVE kits, discussion, role-playing, and by teacher reading rather than relying on the students' reading abilities.

Content:

The children are asked to compare their own families (the families of their own direct experience) with the family of the Eskimo. During the study of the Eskimo, much geographic understanding can be learned. The Eskimos inhabit the Far North, where cold weather strongly influences all human activities.

SEQUENCE - GRADE ONE

I. Our Family

A. Who are our family members (family, relative, group)?
B. Where does our family live (location, climate, environment, mountain, river)?
C. How our family makes a living (job)?
D. How our family educates its children?
E. How our family decides who has certain duties and responsibilities (division of labor, adjustments, group, decision-making, need, want)

II. The Eskimo Family

A. The place where Eskimos live (adaptation, hunt, climate, location, supply)
B. How the Eskimos make a living (supply, hunt, consumer, producer, tool)
C. How they educate their children
D. How they decide who does what (division of labor, group, decision-making, need, want)

III. In What Important Ways Does Our Family Differ From the Eskimo Family? In What Ways are They Alike?

A. Family Membership
B. Geographical site
C. Economically
D. Educationally
E. Allocating Duties and responsibilities
F. Language

IV. Map and Globe Skills (see Skills List)

RESOURCES LIST - ESKIMO UNIT

Teaching Guide:

Allyn and Bacon	Communities at Home and Abroad

Student Text:

Allyn and Bacon	The Eskimos of Northern Alaska
	Here is Alaska
	Life In An Eskimo Village

Books for Students:

709.98	Glubok	Art of the Eskimo
897.08		Beyond the High Hills: Book of Eskimo Poems
897.08	Lewis	I Breathe a New Song
917.98	Mayberry	Eskimo of Little Diomede
919.98	Brewster	First Book of Eskimos
919.8	Erkloo	Papik
919.8	Gaynor	Eskimos Way of Living
919.8	Goetz	The Arctic Tundra
919.8	Herrmanns	Children of the North Pole
919.8	Zuk	Eskimo Games
E	Hopkins	The Three Visitors
E	Fejes	Enuk My Son
F	Houston	Wolf Run: A Caribou Tale
F	Perkins	The Eskimo Twins
F	Shannon	Dog Team for Ongluk
F	Smith	Little Eskimo
F	True	Their First Igloo on Baffin Island

Books for Teachers:

918.98	Carpenter	Alaska
919.8	Bleeker	The Eskimo: Arctic Hunters and Trappers
919.8	Goetz	The Arctic Tundra
	Ley	The Poles
	Lisitzky	Four Ways of Being Human
572	Boer	Igloos, Yurts, and Totem Poles; P. 114, "We Build Our Igloos Out of Blocks of Snow"

Periodicals:

National Geographic: April, 1951; February, 1965; June, 1947; October, 1964; May and October, 1951; July and August, 1952; April, 1955; June and November, 1956; April, 1957; May, 1964; July, 1968; February, 1971.

Record: Eskimos of Hudson and Alaska

Filmstrips:

Eskimo Children on Baffin Island (4 seasons) - #477, 478, 479, 480
Eskimo Children - #85
Alaska, Our Northernmost
Eskimos of Barrows Alaska - #84

Filmloops:

Eskimo Winter Activities (with guide)
Eskimo Family Meal (with guide)

MOVE Kit from Regional Center

Addresses:

Bureau of Indian Affairs Publication Service
Haskell Institute, Lawrence, Kansas 66044

My Red, Yellow, and Blue Books
Stories of the Seasons
Christmas in School

Department of Indian Affairs and Northern Development
Ottawa 4, Canada

Rowley, What Are Eskimos?

FIRST GRADE - SOCIAL STUDIES MATERIALS INVENTORY

Title	Type of Materials	Producer	School
Night and Day (Globe)	Film Loop	Ealing	HSS
Eskimo Winter Activities	Film Loop	Ealing	HSS
Life on Arctic Island	Film Loop	Ealing	Sem.Hill
Arctic Thaw #1	Film Loop	Ealing	Sem.Hill
Arctic Thaw #2	Film Loop	Ealing	Sem.Hill
Children of Other Lands	Sound Filmstrips	N.Y.T.	SSS
1 Desert of Snow	Sound Filmstrips	Allyn & Bacon	SSS

	Title	Type of Materials	Producer	School
1	Desert of Snow	Sound Filmstrips	Allyn & Bacon	SHS
9	Children Near and Far	Sound Filmstrips	Eyegate	SHS
6	Six Families in the U.S.	Sound Filmstrips	Encyclopedia Britannica	Sem.Hill
4	Living With Your Family	Sound Filmstrips	SUE	HSS
4	Children of Other Lands (Eskimo)	Sound Filmstrips	McGraw-Hill	HSS
6	Community Helpers	Sound Filmstrips	N.Y.T.	Mt.Leb.
	The Chinook-Fisherman of the N.W.	Filmstrips		HSS
	Eskimos in Barrow Alaska	Filmstrips		HSS
	Eskimo Children	Filmstrips		HSS
	Families Around the World	Filmstrips		HSS
	Family Life in a Colonial Town	Filmstrips		HSS
	Houses	Filmstrips		HSS
	Day on the Life of an Indian Boy (Eskimo)	Filmstrips		HSS
	The Home Community	Filmstrips		HSS
5	Introduction to the Globe	Filmstrips		HSS
5	How Indians Lived	Filmstrips		HSS
12	Families of the World	Filmstrips		HSS
1	Eskimo (RCET) T.G.	Books & Manuals		Sem.Hill
1	Eskimo (RCET) T.G.	Books & Manuals		Mt.Leb.
3	Eskimo (RCET) T.G.	Books & Manuals		SHS
4	Eskimo (RCET) T.G.	Books & Manuals		SSS
10	Eskimo of Northern Alaska St. Book	Books & Manuals	Allyn & Bacon	SSS
8	Eskimo of Northern Alaska St. Book	Books & Manuals	Allyn & Bacon	SHS
2	Rasmussens Journey to Arctoc	Books & Manuals	T. Reesing	Mt.Leb.
7	Eskimo Resource Unit - Brown	Books & Manuals	T.G.	Mt.Leb.
2	Eskimo of Northern Alaska	Books & Manuals	St. Book	Mt.Leb.
1	Our Community, Eskimo, Abo.	Books & Manuals	T.G. Allyn & Bacon	Sem.Hill
7	Our Community, Eskimo, Abo.	Books & Manuals	T.G. Allyn & Bacon	HSS
6	Our Community, Eskimo, Abo.	Books & Manuals	T.G. Allyn & Bacon	SSS
1	Our Community, Eskimo, Abo.	Books & Manuals	T.G. Allyn & Bacon	Sem.Hill
1	Children in Other Lands	Books & Manuals	T.G. Allyn & Bacon	Mt.Leb.
5	Children in Other Lands	Books & Manuals	T.G. Allyn & Bacon	SHS
1	Children in Other Lands	Books & Manuals	St. Book "	SHS
4	Children in Other Lands	Books & Manuals	T.G. Allyn & Bacon	SSS
4	Children in Other Lands	Books & Manuals	St. Book "	SSS
3	Learning About the World	Books & Manuals	T.G. Allyn & Bacon	SSS
4	Learning About the World	Books & Manuals	Kit Allyn & Bacon	SSS
2	Learning About the World	Books & Manuals	T.G. Allyn & Bacon	SHS
1	Learning About the World	Books & Manuals	Kit Allyn & Bacon	SHS
1	Learning About the World	Books & Manuals	Kit Allyn & Bacon	Mt.Leb.
2	Map & Globe Skills (RCET)			Mt.Leb.
1	Map & Globe Skills (RCET)			SHS
1	Map & Globe Skills (RCET)			SSS
1	Social Studies Handbook - Grade 1			Mt.Leb.
1	Social Studies Handbook - Grade 1			HSS
1	Eskimo MOVE Manual			SSS
1	Eskimo MOVE Manual			SHS
1	Eskimo MOVE Manual			Mt.Leb.
	Picture Card Set - The Earth-Home People			HSS

FIRST GRADE

SKILLS

No evidence exists showing proper grade placement of skill instruction. Most children will be able to master the following skills during the early primary years.

I. Locating Information

A. Work with Books

1. Use title as guide to contents
2. Distinguish between story books and factual books

B. Gather Facts From Field Trips and Interviews

1. Identify the purpose of the field trip or interview
2. Plan procedures, rules of behavior, questions to be asked, things to look for
3. Take increasingly greater initiative in the actual conduct of the field trip or interview
4. Evaluate the planning and the execution of the field trip or interview
5. Express appreciation for courtesies extended during the field trip or interview
6. Record, summarize, and evaluate information gained

II. Organizing Information

A. Compose a title for a story, picture
B. Select answers to questions from material heard, viewed, read
C. Arrange events, facts, and ideas in sequence

III. Evaluate Information

A. Distinguish between fact and fiction
B. Draw inferences and make generalization from evidence
C. Reach tentative conclusions

IV. Acquiring Information Through Reading

A. Read to find answers to questions

V. Acquiring Information Through Listening and Observing

A. Listen and observe with a purpose
B. Listen attentively when others are speaking

VI. Communication Orally and in Writing

A. Speak with Accuracy and Poise

1. Develop an adequate vocabulary
2. Choose the appropriate word
3. Pronounce words correctly and enunciate clearly
4. Talk in sentences
5. Keep to the point in situations involving oral expression
6. Develop self-confidence
7. Exchange ideas through discussion, either as leader or participant
8. Respect limitations of time and the right of others to be heard

VII. Interpreting Pictures

A. Interpret Pictorial Materials (Introduce - Use A+A Very Rudimentary Level)

1. Recognize these materials as sources of information
2. Distinguish between types of picture material, recognize the advantages of each, and recognize the need for objectivity in interpretation
3. Note and describe the content of the material, both general and specific
4. Interpret by applying related information and use the material as one basis for drawing conclusions

VIII. Working with Others

A. Respect the rights and opinions of others
B. Understand the need for rules and the necessity for observing them
C. Take part in making the rules needed by the group
D. Accept the role of leader or of follower as the situation requires
E. Profit from criticism and suggestions
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort

PART II

SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF THE SOCIAL STUDIES

I. Reading Social Studies Materials

A. Understand an increasing number of social studies terms

II. Thinking Skills (Introduce - Use A+A Very Rudimentary Level)

A. Recognize that a problem exists
B. Define the problem for study
C. Review known information about the problem
D. Plan how to study the problem
E. Locate, gather, and organize information (see Part I, Section I)
F. Interpret and evaluate information (see Part I, Section III)
G. Summarize and draw tentative conclusion
H. Recognize the need to change conclusion when new information warrants
I. Recognize areas for further study
J. Use problem solving technique in meeting personal and classroom problem

III. Interpreting Maps and Globes

A. Orient the Map and Note Directions in Classroom and Neighborhood

1. Use relative terms of location and directions, as near, far, above below, up, down on classroom and neighborhood maps

B. Locate Places on Maps and Globes

1. Recognize land and water masses on a globe and on a variety of maps

C. Interpret Map Symbols and Visualize What They Represent

1. Understand that real object can be represented by pictures or symbols on a map

IV. Understanding Time and Chronology

A. Develop an Understanding of the Time System and the Calendar (Introduce)

1. Learn to tell time by the clock
2. Use calendar to find dates of special events and determine length of time important
3. Associate seasons with particluar months in northern hemisphere

V. Use the Vocabulary of Definite and Indefinite Time Expressions

A. Indefinite concepts as past, future, long ago, before, etc.
B. Learn to arrange personal experiences in order
C. Comprehend sequence and order as expressed in first, second, etc.